# Person-Centered Planning for IEPs

Module 7

Transition Roundtables November 18 & 19, 2008

### Information

- Many students exit school without adequate understanding of their skills and challenges
- Many students exit school without adequate understanding of how their disability impacts learning, working, etc.
- Students need to be able to advocate for accommodations and services they need

#### Assessment

- Interest and aptitude inventories to guide student participation in:
  - · Development of measurable annual IEP goals
- · Development of courses of study
- · Development of measurable postsecondary goals
- What are the student's leadership skills?
- · Does he/she display interest in his/her own IEPs?
- Does he/she self-advocate in some situations?
- What are his/her personal communication skills?
- What is his/her perceived status in the eyes of his/her peers?
- · Is there parental support?

## Strategies to teach IEP participation/leadership skills

- Teach self-advocacy skills
- After inviting the student to the IEP meeting, follow-up to encourage attendance
- If they are not able to attend, review the draft IEP prior to the meeting and encourage input
- Help students plan their schedule for the coming year
- · Courses of study
- SEOP

- Have students complete learning style and interest inventories
- Help the student develop and implement an IEP meeting agenda
- » Role-play an IEP meeting

## IEP Planning methods

- I-PLAN
- I = inventory your strengths, areas in which you want to improve or learn, and goals and choices for learning or accommodations
- $\circ$  P = provide your inventory information
- · L = listen and respond
- A = ask questions
- N = name your goals
- KWL charts
- · What do I know?
- · What do I want to know?
- · What have I learned?

Handouts: Forms to Facilitate Goal Setting Accomplishment tree	
Activity:     Create an accomplishment tree that shows your personal and/or professional accomplishments	